Year 6 science	
Objective	**Strand**
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	Living things and their habitats
Give reasons for classifying plants and animals based on specific characteristics	Living things and their habitats
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Animals including humans
Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Animals including humans
Describe the ways in which nutrients and water are transported within animals, including humans	Animals including humans
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Evolution and inheritance
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Evolution and inheritance
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Evolution and inheritance
Recognise that light appears to travel in straight lines	Light
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	Light
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	Light
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Light
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Electricity
Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches	Electricity
Use recognised symbols when representing a simple circuit in a diagram	Electricity
Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Working scientifically
Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Working scientifically
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Working scientifically
Using test results to make predictions to set up further comparative and fair tests	Working scientifically
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Working scientifically
Identifying scientific evidence that has been used to support or refute ideas or arguments	Working scientifically